



Rewarding Learning

**General Certificate of Secondary Education
2014**

Learning for Life and Work: Modular

Unit 3

Local and Global Citizenship

[GLW41]

FRIDAY 9 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses.

The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives (AO) for GCSE Learning for Life and Work.

Candidates must:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their markings giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another.

In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is appropriate.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

[0] marks – will be awarded if the response is not worthy of credit.

AO1

Level 1 (Limited): The candidate's knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of knowledge and understanding of the content. Relevant material is organised and presented with a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2

Level 1 (Limited): The candidate's application of knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's application of knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply knowledge and understanding of the content. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3

Level 1 (Limited): The candidate's ability to demonstrate the skills is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's ability to demonstrate the skills is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply the skills. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

Section A

Local and Global Citizenship

AVAILABLE
MARKS

1 (a) Any **one** from the following suggested answers:

- language
- traditional dress
- dance/music/art
- sport
- food/diet
- religion
- flags
- festivals/celebrations
- clothes

Or any suitable alternative

(1 × [1])

AO1 [1]

(b) Any **one** from the following suggested answers:

- meet and make friends with other young people from different cultures
- learn about cultural diversity through their interactions with others from different cultures
- experience how young people from other cultures live. For example, by participating in different cultural events
- gain a better understanding of different cultures. This helps young people to respect others from different cultures
- promotes tolerance/reduces discrimination.

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

(1 × [2])

AO1 [2]

(c) Any **one** from the following suggested answers:

- the belief that one race is superior/inferior to another
- treating others unfairly or subjecting them to abuse because of the colour of their skin
- examples illustrating the two points above
- examples which explain what racism is can be accepted.

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

(1 × [2])

AO1 [2]

5

2 (a) Any **one** from the following suggested answers:

- Alliance Party
- Conservative Party
- Democratic Unionist Party (DUP)
- Green Party
- Sinn Fein (SF)
- Social Democratic Labour Party (SDLP)
- Ulster Unionist Party (UUP)

Or any suitable alternative

(1 × [1])

AO1 [1]

(b) Any **one** from the following suggested answers:

- participate in democratic dialogue – work with other parties to make decisions about Northern Ireland’s future
- represent the electorate – listen to the electorate and make decisions and policies which will lead to improvements in the Northern Ireland economy and society
- create legislation – make laws which will protect people, promote equality and diversity and ensure that Northern Ireland is a safe place in which to live and work
- promote human rights/equality – work to ensure that the terms of the Belfast (Good Friday) Agreement are met, for example, by promoting human rights, equality and diversity
- lobbying – lobby other governments to support and invest in Northern Ireland’s economy
- promote community relations – work with local communities/community groups to improve relations
- school visits – to explain their work.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

(c) Any **one** from the following suggested answers:

- law – rights may be protected by law. If an individual's rights are being abused they can take their case to court, to ensure their rights are upheld
- vote – you have a chance to voice your opinion in free and regular local and national elections
- Human Rights – you have Human Rights which safeguard you from exploitation and discrimination
- free media/press – the media are free to publish information which they consider to be in the public interest
- the right to criticise – you can protest and campaign, the media is free to print or publicise different viewpoints
- equality – the right to be treated equally
- fair trial – everyone is entitled to a fair and public hearing by a competent, independent and impartial judge/jury established by law.

Or any suitable alternative

[1] for the correct identification

[1] for the accompanying explanation

(1 × [2])

AO1 [2]

5

3 (a) Any **two** from the following suggested answers:

- Booklets/leaflets
- Teacher/school
- Media – TV, press, radio, internet
- NGO representatives – only accept 1 NGO for example – Oxfam and War on Want – can only receive 1 mark

Or any suitable alternative

(2 × [1])

AO1 [2]

(b) Any **two** from the following suggested answers:

- poverty – some NGOs help people living in poverty at local, national and global levels. They provide aid to those who lack the basic essentials such as food, clothing, water, shelter and education
- conflict – some NGOs help people who are living in areas where there is conflict. They provide aid/medical care, shelter, food and water. They may help to mediate between opposing groups

- Human Rights – some NGOs safeguard Human Rights. They can help people whose Human Rights are being abused by providing advice, aid and lobbying governments
- child abuse – some NGOs work to protect children from abuse and neglect by safeguarding children’s Human Rights and providing support/aid to those in need
- mental health – some NGOs support people who have problems with their mental health. They offer guidance and counselling
- elderly care provision – some NGOs help to ensure that elderly people are provided with quality health care. They also offer practical help and advice
- environmental issues – some NGOs work to protect the environment. They organise campaigns, lobby government and make people aware about what they can do to support a sustainable future.

Also accept internal issues which NGOs may have to deal with in their organisations, e.g. fundraising, staffing/volunteers, corruption.

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

(c) Any **two** from the following suggested answers:

- lobbying – meet with government representatives and present their views about issues and persuade them to take them on board when making decisions
- petitions – organise a petition to show public support for an issue and present this to the government. This may cause the government to give greater consideration to their views before making decisions
- peaceful demonstration/event – organise a show of public support for an issue to make the government aware of how people feel. This may cause the government to give greater consideration to their views before making decisions
- research/reports – conduct research about an issue and present a report of the findings to the government. This could provide the government with new information to consider before making decisions
- the use of the media to highlight their cause or issues they are dealing with.

Or any other suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

Section B

**AVAILABLE
MARKS**

Source Based

4 (a) Answers may include reference to any **two** of the following:

- Life liberty and the security of the person (Article 3). Everyone has the right to their life, not to be killed and to be kept safe. A person may be imprisoned without a fair trial, tortured or killed
- Interference with privacy, family, home or correspondence (Article 12). A person could have their privacy violated by the press or the state
- The right to vote (Article 21). People may be denied the right to vote in undemocratic countries
- The right to work with equal pay for equal work (Article 23). Men or women could be paid more than the other for doing the same job
- Adequate health and well-being for self and family (Article 25). The government may not provide basic health care, food and social services
- Free education (Article 26). The government may not provide a free education for all its children and young people.

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation
(2 × [2])

AO2 [4]

(b) Answers may make reference to and expand upon the following:

- think about how their behaviour can affect others and the community. Behave responsibly towards others and show respect
- encourage others to behave responsibly and show respect
- support others who may need help. For example, they could help elderly people with chores
- volunteer in the youth club to help other young people or help with community projects
- volunteer to work with an NGO. They could help with fundraising, organising or participating in a campaign to help people in the community/society
- highlight local community issues and find ways to address them. For example, they could find ways to improve young provision in the area
- do not act in ways which could negatively impact on the community. For example, do not become involved in criminal activity – vandalism, taking drugs and fighting.

Or any suitable alternative

Award **[0]** for responses not worthy of credit

Level 1: ([1]–[2]) marks

Answers may repeat a few points set out in the source with limited explanation. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2: ([3]–[4]) marks

Answers may identify some of the points listed in the source and provide appropriate explanation. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([5]–[6]) marks

Answers will identify most of the points listed in the source and provide a detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

10

5 Answers may include reference to any of the following:

Positives

- review, create and enforce laws to protect Human Rights. For example, equality laws to ensure people are protected from discrimination and are treated equally
- support the work of the Northern Ireland Human Rights Commission and Northern Ireland Equality Commission which work to safeguard and promote Human Rights
- raise awareness/educate people about Human Rights. Make people aware of their Human Rights
- ensure young people are taught about Human Rights in schools
- promote Human Rights through government policies. Ensure that government policies comply with Human Rights legislation
- ensure authorities/public bodies with responsibility for promoting and complying with Human Rights laws do so
- develop a Human Rights bill for Northern Ireland.

Negatives

- laws may be difficult to enforce and may be broken
- there may be limited funding to support the work of bodies such as Human Rights Commission and the Northern Ireland Equality Commission. This may limit the scope of their work and their impact on safeguarding and promoting Human Rights
- young people may not value the importance of some Human Rights and behave in ways which undermine the Human Rights of others
- authorities and public bodies may have policies which include or based on promoting certain Human Rights but they may be ineffectively implemented in practice
- it might be difficult for all political parties to reach agreement about a Bill of Rights for Northern Ireland
- certain Human Rights such as those related to privacy and freedom may be compromised on the grounds of security.

Or any suitable alternative

Award [0] for responses not worthy of credit

Level 1: ([1]–[4])

Answers may focus only on a few of the positive or negative factors which may be related in a superficial way. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.

Level 2: ([5]–[7])

Answers may focus on some of the positive or negative factors which may be related in a relevant way. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([8]–[10])

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

10

Total

40

Assessment Objectives Grid

	Q1	Q2	Q3	Q4	Q5	Total
AO1	1	5	10			16
AO2	4			10		14
AO3					10	10
Total	5	5	10	10	10	40